

Core Content

Cluster Title: Represent and solve problems involving addition and subtraction.
Standard 2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
MASTERY Patterns of Reasoning:
Conceptual: Students will extend understanding of word problems involving the addition of two whole numbers to solve word problems involving three whole numbers whose sum is less than or equal to 20. Students will understand that these word problems can be solved by using objects, drawings, and equations. Students will understand that a symbol represents a whole number (see 1.OA.1).
Procedural: Students can solve word problems involving the addition of 3 whole numbers by using strategies involving objects, drawings, and equations.
Representational: Students can model word problems with 3 whole numbers by using manipulative objects (e.g., students set up the problem using three groups of objects and then find the unknown). Students can model word problems with 3 whole numbers by using drawings (e.g., students set up the problem using a bar model and then find the unknown).

Supports for Teachers

Critical Background Knowledge
<p>Conceptual: Students will know how to solve basic whole number addition problems using objects, drawings, and equations. Students will know how to count on. Students will know how to recognize numbers and symbols in an addition problem.</p> <p>Procedural: Students can solve basic whole number addition problems in a word problem.</p> <p>Representational: Students can model basic addition word problems using objects, drawings, and equations.</p>
Academic Vocabulary and Notation
combine, adding to, plus/add, equals to, sum

Instructional Strategies Used	Resources Used
<p>Teacher may begin instruction with teacher modeling a guided practice for word problems using drawings, objects, and equations. Then the teacher may continue the guided practice by using students to solve the word problems using drawings, objects, and equations. Next, allow the students to practice and solve the word problems independently using drawings, objects and equations.</p> <p>Activity 1: Model drawing</p> <p>Pam has 3 goldfish, 2 cats, and 5 puppies. How many pets does Pam have in all?</p> <p>Goldfish <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 3</p> <p>Cats <input type="checkbox"/><input type="checkbox"/> 2</p> <p>Puppies <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 5</p>  <p>$3 + 2 + 5 = 10$</p> <p>Pam has 10 pets in all.</p>	<p>http://www.mathplayground.com/</p> <p>http://www.funbrain.com/</p>

Assessment Tasks Used	
<p>Skill-Based Task: Example 1: Jake had 3 blue jellybeans, 6 red jellybeans, and 4 pink jellybeans. How many jellybeans does Jake have?</p> $3 + 6 + 4 = \square$ <p>Example 2: There were 12 fleas on the dog. 2 more jumped on. Then 1 more flea jumped on the dog. How many fleas in all?</p> $12 + 2 + 1 = \square$ <p>(NOTE: When teaching this word problem, use pictures to illustrate the problem. Also, you can use objects to demonstrate the word problem.)</p>	<p>Problem Task: There are three students in Ms. Arnstein's class who have a total of 15 pencils. If Maria has 4 pencils and Anna has 5 pencils, how many pencils does Charlie have?</p> <p>Give the problem to the students and let them use their own strategies to solve it. They can use objects, drawings, or equations to come up with their answers. They should represent the problem as follows:</p> $4 + 5 + \square = 15$ <p>Have students share their strategies and evaluate.</p>